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ABSTRACT

The response of black colleges and universities in the area of community development are discussed in relation to management and organization development, telecommunication, human resource development, educational innovations, and environmental services. Management and organization development encompasses small business development, public service delivery, and manpower utilization. Human resource development is discussed in relation to health, consumer protection and education, day care, criminal justice, and drug abuse. Environmental services emphasizes air and water pollution control and agricultural and rural efforts. Participants in the Black Colleges and Community Development Program are listed. This document is published through the Technical Assistance Consortium to Improve College Services. (MJM)

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BLACK COLLEGES AND COMMUNITY DEVELOPMENT PROGRAM

ESSENCE OF BLACK COLLEGES IN COMMUNITY DEVELOPMENT

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NATIONAL INSTITUTE OF EDUCATION
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TACTICS

TACTICS is an acronym for the Technical Assistance Consortium To Improve College Services. The TACTICS effort is an historic step forward in the struggle of our nation's predominantly black colleges to build on their strengths and to overcome the inadequate pattern of financial support they have received in the past. It depends on a coordinated series of on-campus services to accomplish the following goals:

1. To create a pool of deployable manpower using the most highly trained personnel in these colleges as well as in the nation to deal with specific institutional problems identified by the colleges themselves.

2. To assist the colleges in their efforts to strengthen academic programs by helping them design academic support and administrative support systems.

3. To establish a closer interface between federal programs and the institutions for the benefit of both.

4. To ensure that the colleges become knowledgeable about federal funding programs as well as non-government programs from which they can benefit.

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introduction

Black colleges and universities have come to understand the lessons learned through the activities and programs of community development in the past. To wit, the 70s must surely mark the advent of a new initiative on the part of business, government and the citizenry to restore equity and comprehensiveness to the state and local decision-making process.

Ms. Cheryl J. Dobbins
Associate Director for Program Development

The question is often asked, "Well, what exactly has the black institution of higher education been doing in the area of community development?" Much . . . far more than they are generally given credit for having provided. It is just that reason that becomes one of the bases for a publication of this nature.

Black colleges, in addition to improving the quality of the manpower force given to programming and managing state and local governmental service systems, have chosen to take a more futuristic and comprehensive approach to developing their attendant communities. Basic to this new thrust is the understanding that the community extends in actuality and impact further than the six square blocks stretching from "Hank's Garage" to "Kate's Carry-out." The political jurisdiction, its land, property and human resources comprise the community that both is and has been the concern of the black colleges.

The approaches in the past, as evidenced by the following information, will indicate that in both small and large terms the colleges have been attempting to make a difference in the quality of life for not only their students but society as a whole. One by one, and in what to many might seem a very personal way, the colleges have embarked upon projects and concerns which have had impact for a limited number of people—generally in the immediate community.

But, as the challenges become greater and the problems more complex, the colleges realize that a more unified approach is necessary to tackle problems which, quite similar in nature, differ only in location.

The Black Colleges and Community Development Program, once realizing the substantive degree of its colleges' involvement, has been charged with the task of developing networks of colleges and college resource people who in collaboration with one another will constitute themselves as information braintrusts to be utilized by civic organizations, businesses, governmental units, religious organizations, students - i.e., the community as a whole.

The real beauty of such an arrangement is that in any given program area a single college community can be as resource and research wealthy as the collective thinking of the many excellent minds which reside on black college campuses. For the first time the colleges and the people need not be limited to the input of the one or two program specialists on their great campuses.

How is such a feat to be accomplished?The participating colleges of the "Black Colleges and Community Development Program" have suggested that Research Institutes be established on selected campuses which would serve as information clearinghouses on the latest developments in particular program areas, have centers at which on-going research concerns of national, state and local significance could be directed and carried out, and provide forums at which authorities of national eminence would be invited to both study and teach.

For these institutes to become a reality, active support and program linkages must be developed between people in organizations, businesses and offices such as yours and the colleges. To attempt to paint the entire picture for all our member colleges is a veritable impossibility; their accomplishments have been far too numerous. Hopefully, however, after reading the publication you too will have developed a clearer sense and appreciation for the colleges' determination to face the demands of the future squarely and forthrightly.

It is for that reason that you are invited to share in the "Essence of Black Colleges and Community Development."

management and organization development

PUBLIC POLICY DEVELOPMENT

The City Council, Boards, Commissions, and Standing Committees in several cities are active in formulating government policy on matters ranging from education to redevelopment, but not all polies have been implemented effectively dut to a deficiency in communicating them to those members of the community most directly affected by them.

Particularly in the black community, a sense of frustration and agitation has been generated because of this lack of understanding and knowledge. Sources are not available locally to employ personnel to serve as communications links between the agencies and the populace, and, hence, there is a significant lack of accurate information and an abundance of misinformation circulating in the black community about local government programs — particularly those which predominantly affect blacks.

While the primary problem is governmental, then, the fact that local government programs are directed toward community economic development, toward education, toward health and welfare services, and toward a whole range of environmental questions suggests that a successful and innovative effort to resolve the governmental communications problem will alleviate frustration and tension in several additional areas of community concern. By providing facts about local community programs, residents can gain the knowledge necessary to resolve the misunderstandings developing from a lack of accurate information about local government and its activities.

By means of senior seminars for students majoring in political science at several of the black universities, a link is being provided between government agencies and the community. Not only does the accompanying internship provide valuable work experience for the students themselves, but it also renders much needed community service, and aids in resolving the significant community programs by identifying services available to members of the community.

The function of the Intern will be twofold: on the one hand, he will aid the agency (the City Council, the Housing Authority, Redevelopment Agency, School, and Planning Boards) in communicating its programs to local citizens; and on the other hand, he will inform the agency of citizen needs, desires, and opinions about current programs and their operation. For example, those Interns assigned to the City Council will investigate specifically articulated and informally expressed complaints made by citizens and will report them to the Council for action; those Interns working with the School Board will provide much needed staff assistance for developing parent participation in policy making.

In each instance, the Intern will greatly increase the capability of an agency to perform its job more effectively and will thereby aid in modifying the community services structure in the city to serve the needs of the citizens more adequately.

At one college the Mayor Pro Tem of the city is a member of the faculty and has indicated that the community can expect full cooperation from the City Council and its Boards and Agencies in implementing such a program. Two of the voluntary associations in the community have also expressed their interest in this project and their desire to cooperate with it.

SMALL BUSINESS DEVELOPMENT

One of the more recent additions to the special projects offered to the public under the aegis of the Division of Extension and Continuing Education of a state university is the State Management Assistance Program (MAP) which implements a contract between the University and the Department of Urban and Federal Affairs of the State of Tennessee. It is funded by the Office of Minority Business Enterprise (OMBE) of the U.S. Department of Commerce.

The MAP goals are to: (1) increase the number of new minority businesses in Tennessee; (2) strengthen existing minority enterprises, (3) obtain more contracts for minority contractors; and (4) improve opportunities for socially or economically disadvantaged persons to own successful businesses in accordance with Executive Order 11625.

The program is structuring an outreach program that informs minority business people throughout the state of its goals and purposes. It develops business packages to assist clients by designing and implementing, where feasible, business plans for the establishment of new enterprises and the improvement of existing ones.

Further, the program will identify qualified business candidates and assist them in their business efforts by referring those with limited management skills to the Minority Business Training Center or to similar training programs, and by referring those with insufficient capital to other sources of financial assistance. It will also counsel clients on such matters as the purpose of franchises and dealerships, and in the use of cost analysis and of internal and external control of their finances.

Especially does the Management Assistance Program expect to be helpful to black contractors by making studies of the use of minority contractors by state agencies and by making recommendations to state government and those doing business with state government for the employment of minority contractors.

The Minority Business Institute operates in conjunction with the College's Division of Business to develop and strengthen the managerial and technical skills of local businessmen.

At several state-wide Minority Business Training Centers a staff of experienced businessmen, teachers, and consultants has been created to serve in a variety of ways the educational needs of minority businessmen throughout North Carolina, Florida, Washington, D.C., Tennessee. The purpose is to help individuals and groups overcome the technical weaknesses that have caused many failures in minority business ventures.

Among the specific kinds of services offered to the minority businessmen at these Training Centers are:

1. *The use of information and statistics on franchising systems and other ventures relating to minorities.*

2. *Compilation and proper use of state-wide computer-based minority business directory / data file.*

3. *Development of numerous detailed accounting systems of minority businesses by business administration students through the guidance of an experienced C.P.A.*

4. *The use of information on all activities in the state concerning training management and technical assistance of minorities in business.*

5. *Placement of experienced business consultants into areas where training and expertise are deficient.*

6. *Consecutive ten-week* FREE, *non-credit courses conducted on the university campus for minority businessmen in and around the county.*

PUBLIC SERVICE DELIVERY

The involvement of many colleges with the community has been continuous since their founding.

As life in the urban environment has become more intense and complex, both private and public colleges have commensurately increased their participation in contributing to the solution of urban problems. Beginning with its Manpower Research Institute, one college has conducted such community-oriented programs as Early Childhood Development, Upward Bound, urban research through its Behavioral Science Research Laboratory, and an undergraduate degree-granting program in social work. Each of these programs has had a major impact on the planning and implementation of the Model City Program.

The major thrust of the Center for Urban Living is to bring the contributions of many fields of knowledge into a controlled focus so as to place the emphasis upon the totality of human endeavor, rather than upon a piecemeal approach to urban affairs.

To accomplish this, the colleges propose through divisions as diversely named as the Center for Urban Living, Institute for Urban Affairs and Research and Urban Resources Center, the following objectives:

1. *To produce people who possess self-awareness and self-sufficiency which will enable them to function meaningfully within a changing society.*

2. *To prepare students for employment and / or graduate studies in those areas concerned with delivering human services in the social, political, and economic systems of the urban environment.*

3. *To provide students and others with a critical awareness of human problems as a means to create interaction. This approach will produce people who will be able to objectively observe, critically analyze, and systematically attack urban problems.*

4. *To prepare for leadership roles in urban affairs those citizens of the community who have demonstrated leadership capability or potential.*

5. *To promote interaction among students, faculty, and the community in the exchange of ideas and solutions to urban problems. It is felt that in this way the college and the community can bring together both practical and theoretical approaches in the search for solutions to urban problems.*

In the course of pursuing these objectives the college will involve, as much as possible, all segments of the community, other institutions, and consortia or regional groupings of institutions.

MANPOWER UTILIZATION

In recent years, a concerted effort has been made to raise the standard of living for the disadvantaged in this nation. There have been attempts to provide better housing for the poor, increased educational opportunities for minorities, and more jobs for the unemployed. Through all of these endeavors, one objective has remained paramount—to give hope to the hopeless. Some skeptics have viewed this as an "impossible dream", but this dream has been transformed into reality at a State College in Virginia.

For more than a decade prior to 1959, the College has been deeply concerned about the passing of the unskilled worker from the American occupational scene and the development of a hard-core of unemployed workers. In late 1959, the College decided to bring together its organized resources to tackle this problem. The outgrowth was the now widely recognized and highly successful College Experiment in the Training of the Hard-Core, Unskilled, Unemployed Worker.

The project, designed to overcome the inter-related problems of illiteracy, unemployment, and racial discrimination was devised by the college. The idea was not so much to teach skilled men new skills or to help them shift ffrom dying trades to promising ones, as to make literate craftsmen out of men whose only marketable assets were their muscles. It was designed to demonstrate how vocational education, general education, and counseling can be effective in increasing the capabilities of unemployed, unskilled adult workers.

A team was organized consisting of persons in five special areas: vocational and technical education, general education, sociology, adult education and administration. Subsequently, an occupational specialist and a social worker were added to the team. This development of the team approach to vocational and technical education of the hard-core unemployed was one of the important contributions of the College Experiment. The success of the experiment was due largely to the deep devotion of the project team and the instructors who dared to believe that they could take unemployed and defeated men, some of whom had almost seceded from society, and restore in them a sense of hope and usefulness as American citizens. It was a matter of focusing a variety of rich team experiences on a variety of hard-core problems.

In recruiting, a deliberate effort was made to seek out the most severe cases among the hard-core unemployed.

Courses were one year in length and participants received training as brick masons, automobile mechanics, maintenance and sheet metal workers, and electronic technicians. Fifty of the men were given intensive instruction in general education in addition to the same technical training as the remaining fifty.

From recruitment to placement, the team met hard-core problems with hard-core determination to train and rehabilitate the participants in the experiment.

New and innovative recruitment methods were a major contribution of the experimentation. Teachers developed new course outlines and improvised textbooks. Progress charts, attendance charts, and other records were developed and geared to the adult hard-core. Evaluation workshops were held. Instructors experimented with individual and group instruction. Technical skill faculties and general education faculties effectively meshed the two disciplines. A variety of "live" jobs was provided. The results were gratifying. During the last six

months of basic education, the reading ability for the men classified as functional illiterates was raised an average of 1.87 years with some gaining as much as three years in this period.

Consequently, general education, as initially attempted by the experimenters, has become an accepted part of the Manpower Program, incorporating language arts, number skills, occupational information, and human relations.

The Secretary of Labor at that time, Willard Wirtz, assigned top priority to the project, as overseen for Washington by this Office of Manpower, Automation, and Training (MAT). He described the project as "one of the most important and critical experiments going on in the United States today".

Ninety of the 100 men who began training on November 15, 1962, received diplomas a year later.

The crowning point of the Experiment was the elevated sense of dignity and worth experienced by the men. The pride and sense of achievement were readily apparent as the men previously labeled as shy and withdrawn communicated confidently with the men holding influential and prestigious positions who visited the program.

telecommunication

Probably one of the first questions that comes to mind when one sees telecommunication as it might be related to black colleges is exactly what does telecommunications entail? Generally speaking, in its relation to the colleges listed in the TACTICS Program, telecommunications involves broadcasting, cable-TV (Cable television is a superior way of receiving television pictures. Broadcast signals, received on sensitive antennae at a geographically advantageous site, are fed through a network of coaxial cables to the homes of individual viewers. Cable television also is capable of originating programming, providing the local community with its own television outlet.), audio and video equipment on the campuses and involvement with established media (television, radio, newspaper).

A study conducted in June, 1973 by TACTICS and Cablecommunications Resource Center revealed that although black colleges have traditionally neglected involvement in the areas of communications, there has been a significant increase in telecommunications activities. For example, the survey found that 15 colleges are producing instructional programs for use over closed circuit television.

Some of the colleges indicated not only an interest in offering the traditional production and theory courses in broadcasting, but also technical courses relating to engineering and mechanics. Significantly, while most of the campuses do not offer a major academic program in broadcasting, the emphasis is on expanding educational technology.

Probably the most interesting activity in telecommunications came from a Tennessee medical college. Outfitted with both black and white and color video equipment, the college uses its two studios for televising classes in all departments. Although there is no closed circuit system on campus, approximately 20 classes depend on video equipment for instructions. Most unusual are the exploratory talks that are presently being held regarding using the medical school's Learning Resource Center as a studio when cable television is instituted.

More than half of the colleges located in wired cities reported some involvement with cable. The involvement ranged from having the college president on the Board of one of the cable companies vying for a franchise to writing a proposal for a planned cable system for instructional purposes. A strong indication of the college's foresight regarding the potential educational uses of cable is shown by more than three quarters of the colleges saying they would consider offering courses over a cable system.

Though the majority of colleges are using the mass media for public relations activities, many of them have a working relationship with stations through student internships and work-study programs. Several of the schools are actually producing programs for use over the air as did a Baltimore, Maryland college in producing a short series about campus concerns for a local station.

Instructional Fixed Service (IFS) is a means of transmitting instructional materials for school use on channels other than those used for regular noncommercial educational television broadcasting. As many as five programs can be transmitted and received simultaneously in an educational institution, thus largely eliminating the major problem in previous educational utilization of television scheduling. Not only does the system permit a given school to receive several different instructional programs at the same time, but the system creates television pathways that are no longer available in many geographical areas because broadcast channels have all been assigned.

At least three colleges are actively involved with cable television. One Alabama college campus is already equipped with closed circuit TV materials and capabilities and plans to apply for a license to operate a noncommercial radio station; two other Florida colleges have been provided a joint cable system as a public service by a Cable TV in the city. It will be used as an exchange of instructional materials between the two schools via cable interconnect, and an extension of the audience participating in symposium and other professional meetings whereby resources or visiting personnel could be shared by the faculties and students of both campuses; the other college in North Carolina, hosts a weekly program over the city's Cablevision Inc., system called "Cape Fear People," which deals with educational and political issues which are of interest to black and white people of the city.

human resource development

The quality of human relations not only affects each individual interactant's psychological well-being and his self-perception; it also affects the cohesiveness of the group by increasing or decreasing its intra-group bond. Moreover, a very crucial disadvantage shared by many young black students and youth from lower socio-economic strata in general is the lack of skills and awareness in handling interaction dynamics. In the Human Resource area many of the colleges are involved in programs that facilitate both the students and the residents of the community in all six areas of human resource interpersonal relationship. These six areas include drug abuse, day care, health services delivery, criminal justice, consumer protection and education and mental health.

HEALTH

Many of the colleges and universities are involved in innovative programs in this area. Such programs include the training of community people to work with Family-Human Rehabilitation Coordination Services, the main purpose of which is to train personnel to go into the homes and work with families who need the various services offered.

Already underway are two nutrition research projects. The first seeks to determine the nutritional status of pregnant adolescent girls—most of whom are from low-income families. The information will be used to design a special nutrition education program for this group who for physiological reasons, are especially vulnerable to malnutrition. The second nutrition research project will evaluate the Expanded Food and Nutrition Program designed by the U.S. Department of Agriculture for low-income families and be operated in many states by the Cooperative Extension Service. A nutrition survey will be conducted in one low-income county before and after the 18-month education program to provide an objective assessment of its effectiveness. The outcome will have broad ramifications for programs using an educational approach to effect change in low-income communities.

Other programs include the operation of cost-free clinics for community children who have serious hearing and speech disorders.

One of the many services also provided is an immunization program for the residents of the county and surrounding areas under the supervision of Delta Sigma Theta Sorority. This immunization program provides for polio, diphtheria, whooping cough, and tetanus vaccine to all ages - infants to adults - free of charge. To date over 500 persons have availed themselves of this service since its beginning in 1971. It was discovered that many of the residents in this area who are now receiving cost-free vaccine and physicians' service had not had any of these shots for years and many had had no shots at all.

Sickle Cell Anemia is a crippling and often fatal disease that affects one of every ten blacks in the United States. Thus one college, in its commitment to Afro America, has begun a Sickle Cell Anemia Screening Program for its campus, the county and any other interested areas. The Sickle Cell Screening Program utilizes a simple screening test to determine whether persons give a positive reaction to the test. The positive reaction test is then analyzed further with an electrophoreis test. Those persons who then show positive results are then counseled as to whether they are sickle cell carriers or whether they have the disease. The college's students, the initiators and main force behind the Program, are assisted by the College Family Planning Clinic and the Department of Chemistry in the screening, analysis and counseling phases of the project.

CONSUMER PROTECTION AND EDUCATION

The unit of the Statewide Consumer Education Project which operated under the umbrella of the Division of Extension and Continuing Education, is funded under Title I of the Higher Act of 1965. Under the overall direction of the university, ten colleges and universities and more than ten statewide agencies have pooled their efforts and their resources to attack problems in consumer education throughout the state over a three-year period.

The program trains and furnishes materials for consumer educators who work directly with deprived families. It also promotes better consumer utilization of income and develops self-initiative, and utilization of occupational information and, thereby, raises income by involving both the consumer and the business community in the

consumer education program.

The Consumer Education Project uses the several news media, including television, to carry its message to the people.

DAY CARE

So that more parents can work and be free of worries about their young children and the kind of guidance they are getting while they are away from home a "Kiddie Kollege" for children between the ages of three and five has been established. Called a "new and innovative program," the program in early childhood education and development is funded in part by a federal grant under Title III of the Elementary and Secondary Education Act. The program provides a supervised educational environment as well as training for prospective teachers, paraprofessionals and parents interested in working with young children. State education officials have also volunteered to provide guidance materials and workshop personnel, or advisors as needed. Personnel of the various departments at the college are assisting in supervision and curricula development. The college's center, in addition to assisting teachers in updating and broadening their skills for certification and training paraprofessionals, provides training for persons wishing to work in day care centers. The program seeks to instill in children an interest in learning and to provide opportunities for social development in sharing, security, self control, responsibility, self expression and creativity.

Day care services have been set up to include the immediate development of the learning situation for young children and thus schools have been competently staffed to assure a program of highest quality. They feel attention must be paid to the learning

needs of parents whose children attend the Center. Special attention is focused on the needs of the single parent family, and particularly on the needs of the unwed mother. At another level, the day care center provides the opportunity for in-service training for already certified teachers who sense the need for upgrading their skills in particular areas. The children of these teachers are also clients of the day care center. The interaction of these children with the children of lower income backgrounds provides an important aspect of the experiment of the day care center.

CRIMINAL JUSTICE

Several colleges and universities are already participating in their cities' law enforcement departments. Some offer their services by assisting in determining the size of the police force, its organization and equipment needs; and in the writing of proposals and sponsorship of federal programs devoted to personnel training and development.

Enrolled in the member colleges are in-service law enforcement, probation and other criminal justice related personnel. Under programs such as LEEP (Law Enforcement Education Program) mechanisms have been created to enable practitioners to participate in the regular course offerings of the sponsoring colleges. In addition, their presence on the campuses has been additional recruitment technique whereby local law enforcement and criminal justice forces have been upgraded.

DRUG ABUSE

Due to the increase of drug usage, many institutions are attempting to develop programs to prevent or alleviate drug abuse and related sociological problems by encouraging positive alternatives without using scare tactics. All facets of community drug abuse ranging from the use of alcohol and nicotine to illegal drugs such as marijuana, LSD and narcotics are being encompassed. Drug education films are being shown and the local community is invited to view young people (ages 18-25) describe their experiences with drug addiction. Drug abuse and possible solutions to the problem are being discussed on campuses from the point of view of the doctor, the law enforcement officer and the former addict.

One such program includes the involvement of community people presently employed in community agencies for the purpose of training drug abuse counselors. This program provides stipend support for undergraduate students as well as community agents. A university drug abuse team will survey both the campus and the community to determine the extent, types and sources of drug abuse and publish a listing of local facilities and resources that relate to drug abuse already available as an initial step in developing a drug education program. After an initial community assessment of the drug abuse problem, the team will begin a planned series of programs and activities aided by advisory consultants.

Training includes community organizing, group counseling, family counseling, values clarification, communications within the community, street pharmacology, peer group counseling, community involvement exercises, community program formulation and implementation.

Rap sessions held by the Action Committee to Stop Drugs (ACSD) is another way of dealing with the drug abuse program by an institution in coordination with the city's ACSD. All students in the community are encouraged to participate in these sessions to promote drug education and rehabilitation.

educational innovations

In an effort to effect viable problems for individual and community uplift, the colleges and universities have brought into fruitful union many Federal and State resources so as to provide comprehensive training and job placement for those who are unemployed or underemployed and for those who are illiterate or undereducated. They are committed to sharing the expertise of faculty and staff in offering quality programs of continuing education for professionals and semi-professionals. They sponsor and cooperate in projects that have as their immediate goals the eradication of social ills, poverty, urban blight and rural decay. These, coupled with long-range efforts through research, are important ways in which the institutions help in the economic development of the state and the educational advance of its citizenry.

Possibly the oldest of the federally funded special projects in the Division of Extension and Continuing Education at one state university is LAZY SUSAN - a program whose outreach activities and success belies its name. The true significance of its name, however, is that the program offers much to its clients and permits them to choose what they wish.

LAZY SUSAN is an experimental and demonstration project in basic and remedial education and prevocational training. Sponsored by the university, the project draws upon the cooperation of the following agencies: the Manpower Development and Training Department, Division of Vocational - Technical Education; the Bureau of Apprenticeship and Training, the Department of Agriculture; the State Department of Adult Education; the Division of Vocational - Technical Education; the Area Development Commission; the Northwest and Southwest Planning Regions; and the Board of Education.

LAZY SUSAN is open to those who are at least 17 years of age, unemployed or underemployed, economically or culturally disadvantaged or at a fifth-grade or below educational level. For persons who qualify, there are 120 institutional slots which a trainee may enter at any point and exit whenever he desires and is job ready. Much emphasis is placed on counseling the trainees in all phases of work orientation, and considerable success in placing trainees on jobs has been demonstrated.

During the first year of operation 168 persons were trained; 128 were placed on jobs; the remainder were referred to the U.S. Army, vocational school, or high school. In the second year of operation, 196 persons were trained; 151 employed; and the remainder are currently being placed on jobs or referred to other training by counselors.

One of the remarkable facets of the LAZY SUSAN has been the training of the Viet-Nam veteran. LAZY SUSAN has received certification for the training of veterans, who must total approximately 60% of the enrollment. Of the 99 veterans enrolled last year, 71 were placed on jobs as soon as they became job ready, thus eliminating their eligibility for veteran subsistence benefits and the program stipend, which proves their interest in building their capacity to obtain employment and make a contribution to the community.

In terms of new approaches to teaching and learning, another college plans to design cultural enrichment programs to link college and community in a cooperative manner that will promote cohesiveness. One of the consequences will be the development of greater civic pride and effective community leadership. The program is an educationally focused community based venture which combines formal learning and other life experiences with an emphasis upon the enhancement of problem-solving skills and personal satisfaction.

When a man has problems to solve, he achieves his best results through a combination of purpose, team effort, and communication. The promotion of these three goals is the commitment of The Educational Leadership and Human Relations Center. It is based on the premises that all children are entitled to the best education and each child is unique in his needs and capabilities. The Center exists for the sole purpose of helping educational and community leaders of the state attain the insights and skills necessary to cope with administrative, instructional and community problems rising out of school desegregation. Attaining this purpose will require a "reshaping" of many of the attitudes held by members of the community.

The educational Leadership and Human Relations Center is designed to serve local school districts and communities throughout the state of North Carolina in their effort to identify problems occasioned

by school desegregation, to examine problems which have been identified, and to design and implement programs. The Center has an Advisory Council composed of twenty-one educational and lay leaders and five student representatives from throughout the state. This multi-racial council meets with the staff at least every two months.

Services rendered by The Center include:

- *Upgrading instructional methodologies by conducting workshops and conferences.*
- *Developing new and varied instructional materials and techniques.*
- *Developing and conducting in-service programs, workshops and conferences.*
- *Implementing special leadership training workshops.*
- *Assisting in the preparation of proposals for securing Federal financial aid.*
- *Conducting special parent programs designed to facilitate the implementation of school desegregation.*
- *Assisting in the implementation of programs in black studies.*
- *Introducing new and innovative curriculum.*
- *Providing consultants for in-service workshops.*
- *Working with student groups.*
- *Disseminating and organizing current resources, instructional materials, consultants, publications, films, etc.*
- *Conducting workshops on the utilization of media.*
- *Dealing with instructional problems occasioned by school desegregation.*
- *Providing sensitivity workshops for teachers, parents, and students.*
- *Providing assistance in school organization and management.*
- *Coping with hostile groups.*
- *Publication - Newsletters which keep all school systems in the Center's service area abreast of each other's progress and problems in school desegregation.*
- *Maintaining a library - publications and films on school desegregation and related topics.*
- *Research and Evaluation.*

Another college sponsors a program designed to train veterans of Vietnam, World War II and Korea as counselors for junior colleges. In structuring the program, it was felt that no better group of young people could be found who could be trained to identify able students in junior colleges and assist these students in the development of imaginative programs to further their own potential. The training program is organized to produce and/or strengthen the enrollee in a greater understanding of human behavior and personality development of individuals, in the development of counseling skills, and in the use of psychological, educational and vocational perceptance tools.

Several of the veterans have made the statement that, "this program has provided them the opportunity to develop skills to work with young people in a manner that will make their work relevant rather than just a job."

The Inner City Program is a cooperative program involving a State College and a number of local community organizations and governmental agencies of both local and state levels. The Community Center, the State Labor Department, the Department of Family and Children's Service and the Department of Vocational Education are cooperating sponsors. The program, consists of twenty-two classes for handicapped adults and other adults interested in remedial work in language arts and literature, reading, United States history, natural science and mathematics.

Multi-faceted and multi-level, the Inner City Program is a program which strives to meet several kinds of needs of inner city residents. Twelve classes offering remedial work for persons who desire to upgrade their skills are conducted at a nearby facility, the Frazier Community Center, three nights a week. There are also morning classes for the welfare mothers who need remedial training to prepare themselves for the kinds of examinations which would enable them to qualify for gainful employment.

In addition to providing the facilities for the classes, community agencies provide various kinds of financial support. The State Department of Family and Children's Services pays for baby care service for the welfare mothers who are attending classes. The Department of Vocational Education, through the Technical School, pays the salaries of the teachers employed in the program. Clerical aides are paid through the Work Incentive Program sponsored by the State Department of Labor in cooperation with the Department of Family and Children's Services.

Three clinics under Title I of the Higher Education Act have been sponsored by one of the member colleges. Their objective are to involve all leaders of the community in a common community project of uplifting and upgrading conditions in the depressed and culturally deprived areas of Chatham county and nearby counties; to bring together the many different agencies and organizations which are vital to the community so that approaches might be developed for coordinating their activities; to produce changes in human behavior which would help maintain law and order; and to help people to achieve status in the community.

To achieve the above objectives, the work clinics were devoted to three areas in which community development and human relations are interrelated. These were organized as leadership seminars, workshops in human relations, and workshops on communication with community and ghetto groups for city and county employees. Individuals who participated in at least two sessions were awarded silver star certificates.

These are only a few of the many innovative educational projects that the colleges and universities have foreseen a need to execute in cooperation with the community as well as on state and, in a broader sense, federal levels.

environmental services

The Wastewater Treatment Personnel Training Program is a direct contribution to the college community at large. With a grant in the amount of $20,252 from the Environmental Protection Agency one college has provided personnel training with emphasis placed on laboratory techniques and methodology.

This program equips trainees with the latest wastewater treatment processes. The program itself has three phases; that is, one hundred and four hours of classroom instruction, sixty-four hours of laboratory and practical work and thirty-two hours of on-the-job-training.

AIR AND WATER POLLUTION CONTROL

Another college is dealing with two research projects in environmental pollution concerned with the potential hazards affecting low-income rural inhabitants. One project includes examining fresh-water fish from around the state for mercury contamination because freshly-caught fish form a substantial source of protein for low-income rural families in the state. The second project is assessing the quality of rural drinking water. The prevalence of sandy soils and shallow wells in the Southeastern coastal region, increases the possibility of contamination of well water by bacteria and/or pesticides from surface waters. Pollution problems detected in the above projects will be dealt with in a community-wide educational approach by the State College Cooperative Extension Service.

AGRICULTURAL / RURAL

"For the first time in many years, I can really see the benefits from my farm." This comment is typical of some two hundred fifty farmers who are participating in a farm planning program to upgrade their farms. Such a farm planning program is being sponsored by one of the college's Cooperative Extension programs in fourteen counties for farmers whose gross income is less than $10,000 from their farm operations. The need for such a program was specifically identified when research revealed that the mean income from sale of farm products for participants in 1969 was $1,828, and the utilization of services offered by government agencies were practically nil by this category of farmers.

In an effort to provide a program to strengthen the family, a college's Cooperative Program has placed emphasis on the development of economic and social competencies of some 800 rural low income families in four south east counties. Program specialists for this program state that the immediate aim is to develop an awareness of and to utilize available health facilities and services; to increase competence in child development and guidance, to acquire skills dealing with stress in the home and to improve the levels of living. The salient feature of the program is the treatment of the family as a unit, adult family members and young children by providing educational experiences designed to facilitate wholesome attitudes and practices throughout the family to adult family members and young children alike.

BLACK COLLEGE AND UNIVERSITY participants

MANAGEMENT AND ORGANIZATION DEVELOPMENT

1. Lincoln University (Missouri)
2. Paul Quinn College
3. Edward Waters College
4. Hampton Institute
5. S. D. Bishop State Junior College
6. Savannah State College
7. South Carolina State College
8. Alcorn A & M College
9. Bowie State College
10. Grambling College
11. Virginia State College
12. Norfolk State College
13. Texas Southern University
14. Mississippi Valley State College
15. Bishop College
16. Benedict College
17. Southern University (New Orleans)
18. Barber-Scotia College
19. Tennessee State University
20. T. A. Lawson State College
21. North Carolina Central University
22. Fayetteville State Teachers College

TELECOMMUNICATIONS

1. Paul Quinn College
2. Hampton Institute
3. Benedict College
4. Southern University
5. Howard University
6. Clark College
7. Grambling College
8. Miles College
9. Fayetteville State

HUMAN RESOURCE DEVELOPMENT

1. Lincoln University (Missouri)
2. Paul Quinn College
3. Southern University (New Orleans)
4. Shaw University
5. Winston-Salem State University
6. Tennessee State University
7. Morris Brown College
8. Morehouse College
9. Grambling College
10. Alcorn A & M College
11. Barber-Scotia College
12. Hampton Institute
13. Mary Holmes College
14. Virginia State College
15. Livingstone College
16. Mississippi Valley State College
17. Morgan State College
18. North Carolina A & T State University
19. Howard University
20. Clark College
21. Elizabeth City State University

EDUCATIONAL INNOVATIONS

1. South Carolina State College
2. Tennessee State University
3. Edward Waters College
4. Grambling College
5. Hampton Institute
6. Winston-Salem State University
7. Mary Holmes College
8. Virginia State College

ENVIRONMENTAL SERVICE

1. South Carolina State College
2. Alcorn A & M College
3. Barber-Scotia College
4. Hampton Institute
5. Winston-Salem State University
6. Lincoln University (Missouri)
7. Paul Quinn College
8. Virginia State College
9. Savannah State College
10. Mary Holmes College
11. Southern University (New Orleans)
12. Benedict College
13. Norfolk State College
14. Kittrell College

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